

How Can Students Use Cultural Investigation and Interaction as a Vehicle for Communication?

<https://ccflt2017loveland.wikispaces.com/>



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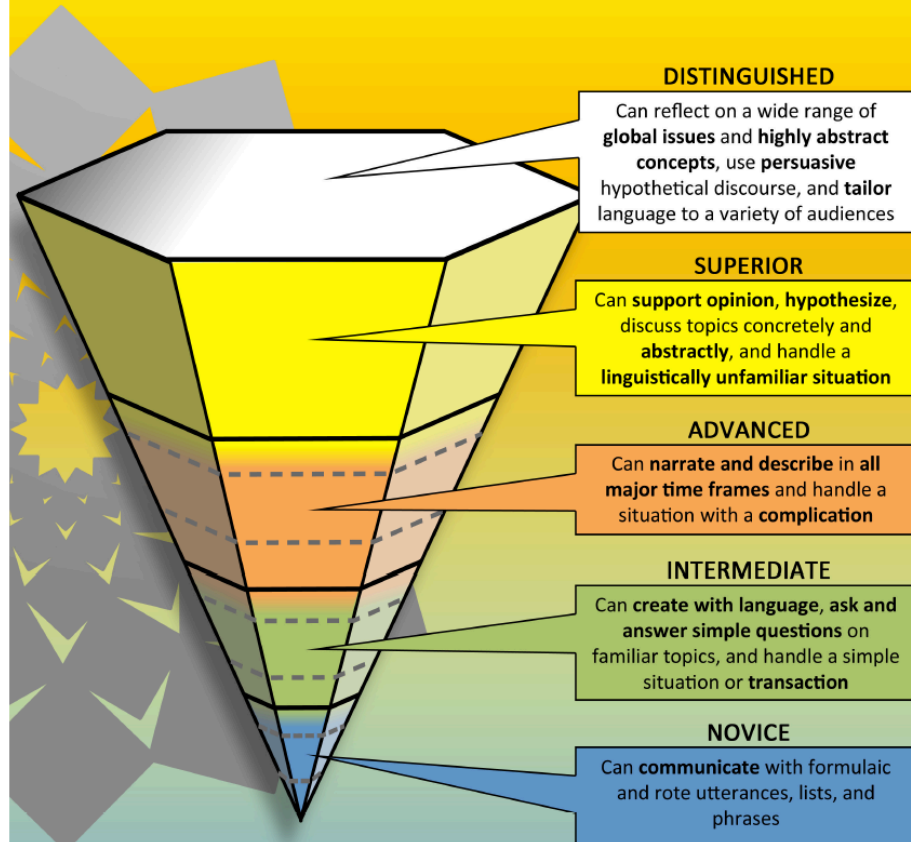
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How Can Students Use Cultural
Investigation and Interaction as
a Vehicle for Communication?

Learning Targets-Participants can..

- use the NCSSFL-ACTFL “can-do” statements as a guide to help learners understand what they can do with the language in each of the 3 modes in the different proficiency ranges.
- use the NCSSFL-ACTFL “can-do” statements when designing learning
- explain and integrate intercultural competence (the ability to use the language and behave appropriately in cultural contexts) when designing learning
- Use the Rigor and Relevance framework when designing learning
- guide student to create personal narratives.

ACTFL PROFICIENCY LEVELS



INVERTED PYRAMID REPRESENTING
THE FUNCTIONS OF THE MAJOR LEVELS



ACTFL Proficiency Guidelines 2012 <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>



NCSSFL-ACTFL Global Can-Do Benchmarks

13

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

Interculturality

- **Interculturality** is the interaction of people from different cultural backgrounds using authentic language appropriately in a way that demonstrates knowledge and understanding of the cultures.
- Novice, Intermediate, Advanced

<http://education.ky.gov/curriculum/conpro/Worldlang/Pages/Standards.aspx>

Interculturality

CULTURES

Interact with cultural
competence and
understanding

Novice

Intermediate

Advanced

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

<https://tinyurl.com/juspfke>

ACTFL Global Competence Position Statement

- The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence.

<http://www.actfl.org/news/position-statements/global-competence-position-statement>



Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness



	Early Learning	Elementary	Secondary	Postsecondary
Collaboration and Communication	Emerging socio-emotional skill-building—focus on empathy, cooperation, and problem solving	Progressive socio-emotional skill-building—focus on empathy, perspective taking and conflict management	Strong socio-emotional and leadership skills—emphasis on multi-cultural understanding and working with diverse groups	Advanced socio-emotional and leadership skills , ability to effectively collaborate and communicate with people in cross- cultural settings
World and Heritage Languages	Developing language skills in English and other languages	Basic proficiency in at least one other language	Proficiency in at least one other language	Advanced proficiency —ability to work or study in at least one other language
Diverse Perspectives	Emerging global awareness through exposure to diverse cultures, histories, languages and perspectives	Deepening global awareness through continued exposure to diverse cultures, histories, languages and perspectives.	Deepening local and global knowledge and understanding, including through classes, projects, study abroad and virtual exchange	Highly developed ability to analyze and reflect on issues from diverse perspectives
Civic and Global Engagement	Growing awareness of community and institutions	Age-appropriate civic engagement and learning	Demonstrated ability to engage in key civic and global issues	Demonstrated ability for meaningful engagement in a wide range of civic and global issues and to be successful in one's own discipline/specialty in a global context

Globally and Culturally Competent Individuals

Proficient in at least two languages;

Aware of differences that exist between cultures, open to diverse perspectives, and appreciative of insight gained through open cultural exchange;

Critical and creative thinkers, who can apply understanding of diverse cultures, beliefs, economies, technology and forms of government in order to work effectively in cross-cultural settings to address societal , environmental or entrepreneurial challenges;

Able to operate at a professional level in intercultural and international contexts and to continue to develop new skills and harness technology to support continued growth.

Foundation of Discipline-Specific Knowledge and Understanding

January 2017

Rigor and Relevance Framework

- The Rigor/Relevance Framework is a tool developed International Center for Leadership in Education to examine curriculum, instruction and assessment.

<http://www.leadered.com/rrr.html>

When is a task rigorous?

Students...

- think deeply about a problem
- analyze new situations
- interpret and synthesize knowledge
- bring ideas together in a new or creative way
- develop and justify their own criteria for evaluation
- are intellectually challenged

What is relevance?



Knowledge is less connected to realistic situations and has less apparent value beyond school

Knowledge is clearly connected to realistic situations and has value beyond school

Knowledge
in one
discipline

Apply in
one
discipline

Apply
across
disciplines

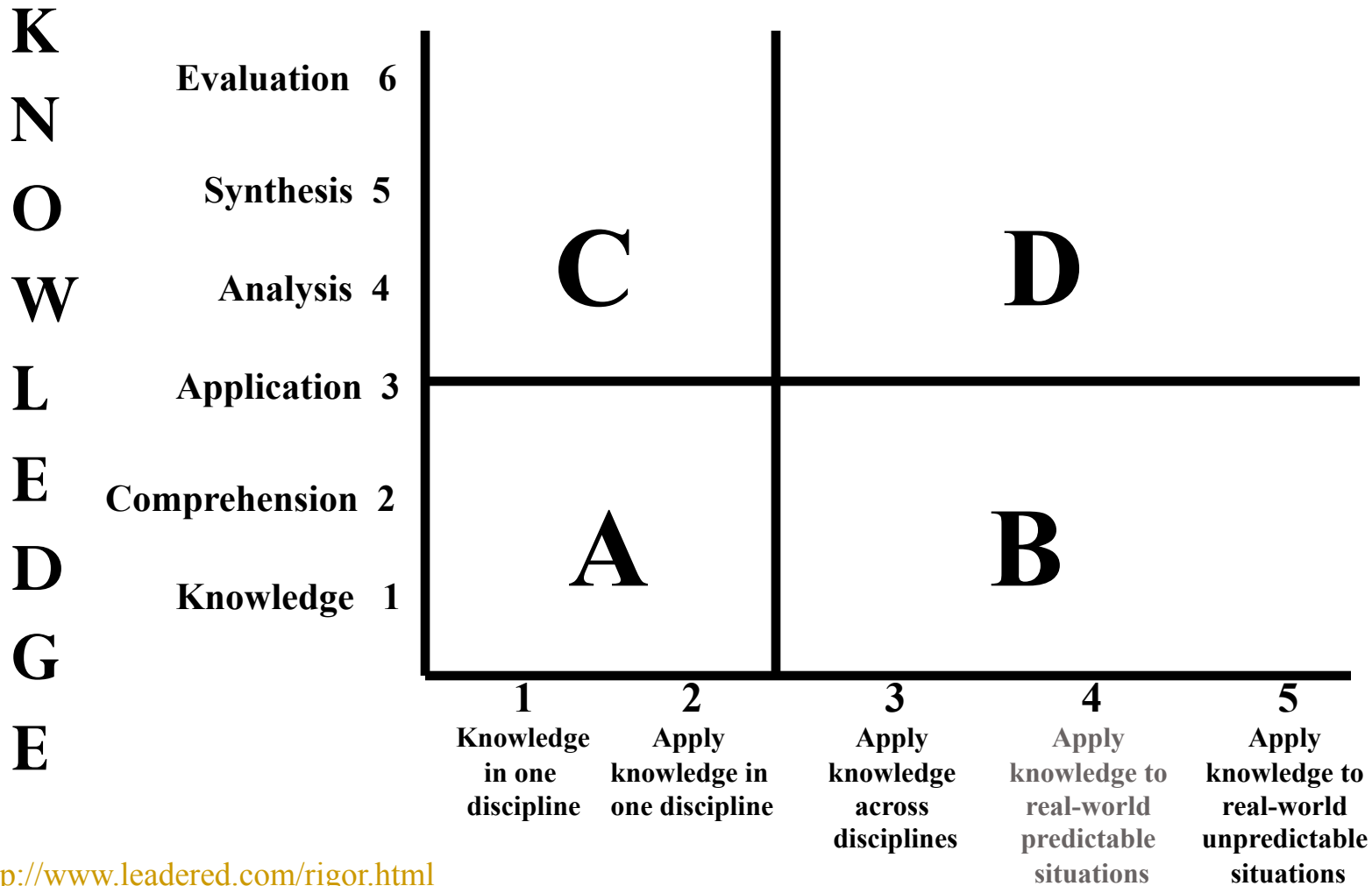
Apply to real-
world predictable
situations

Apply to real-world
unpredictable
situations

When is a task relevant?

- Value beyond school
- Addresses an actual problem of contemporary significance
- Builds on students' real-life experiences
- Has students communicate knowledge beyond the classroom
- Students recognize the connection between classroom knowledge and situations outside the classroom

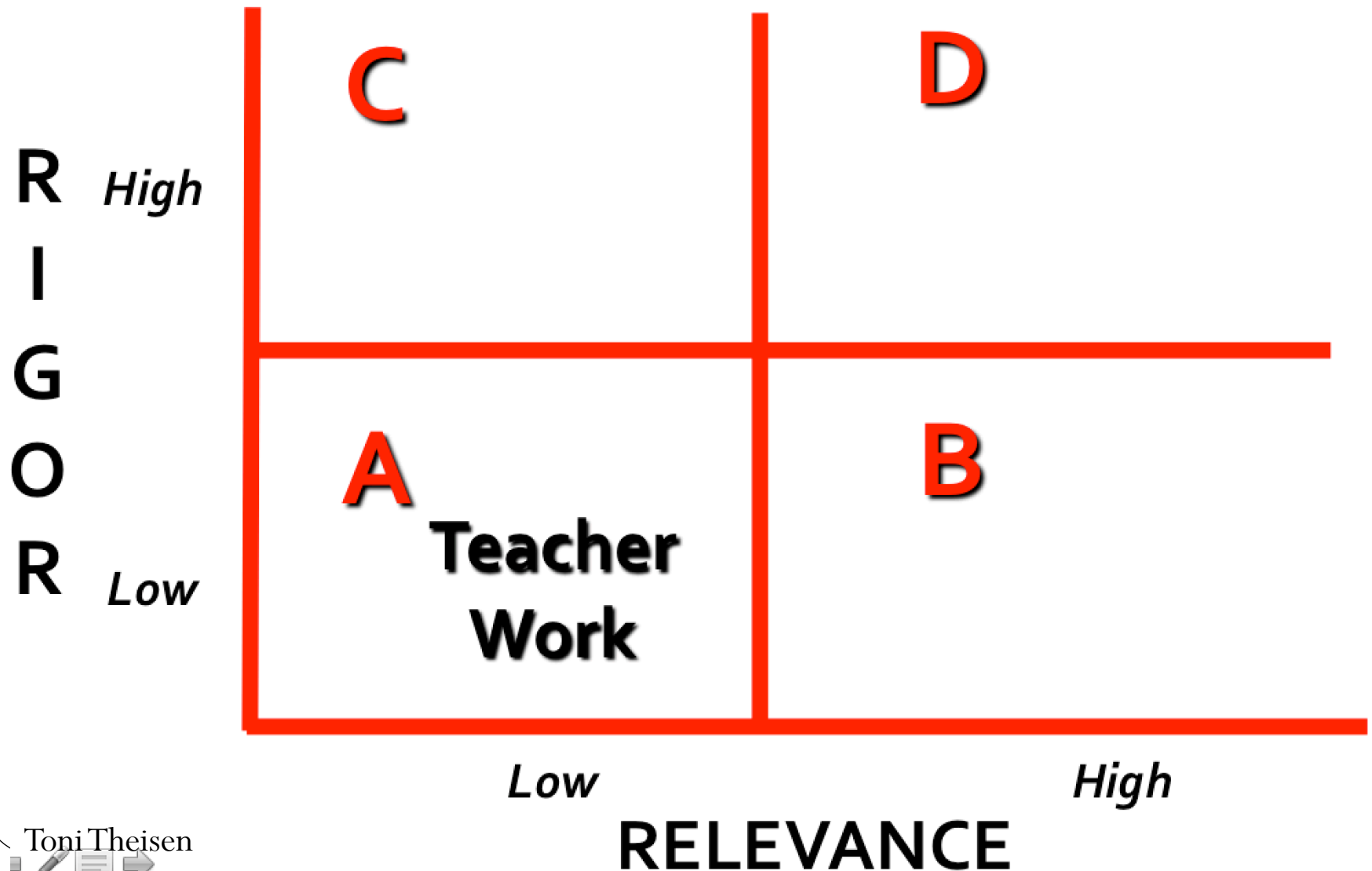
Rigor/Relevance Framework



<http://www.leadered.com/rigor.html>

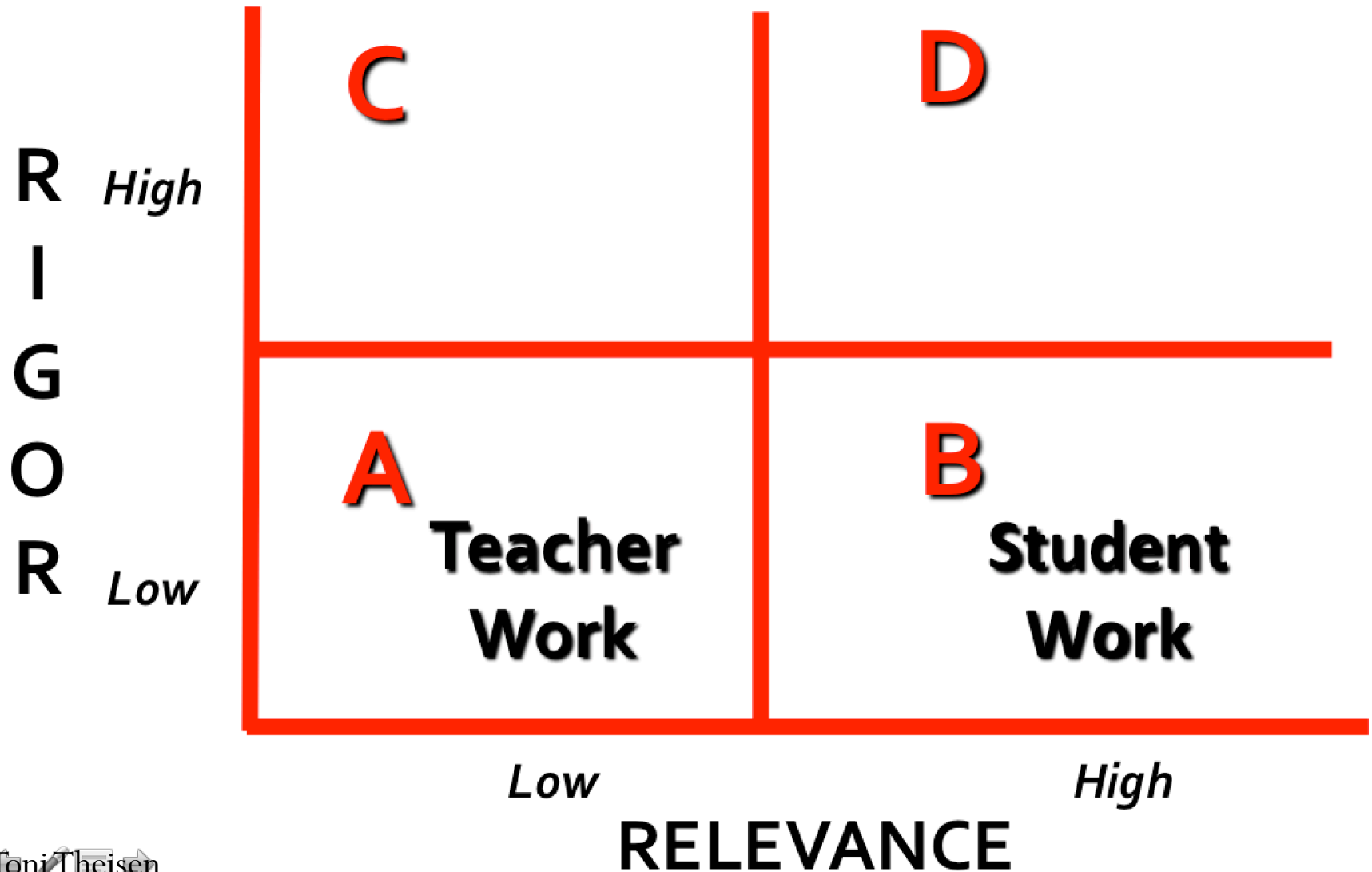
Rigor/Relevance Framework

Teacher/Student Roles



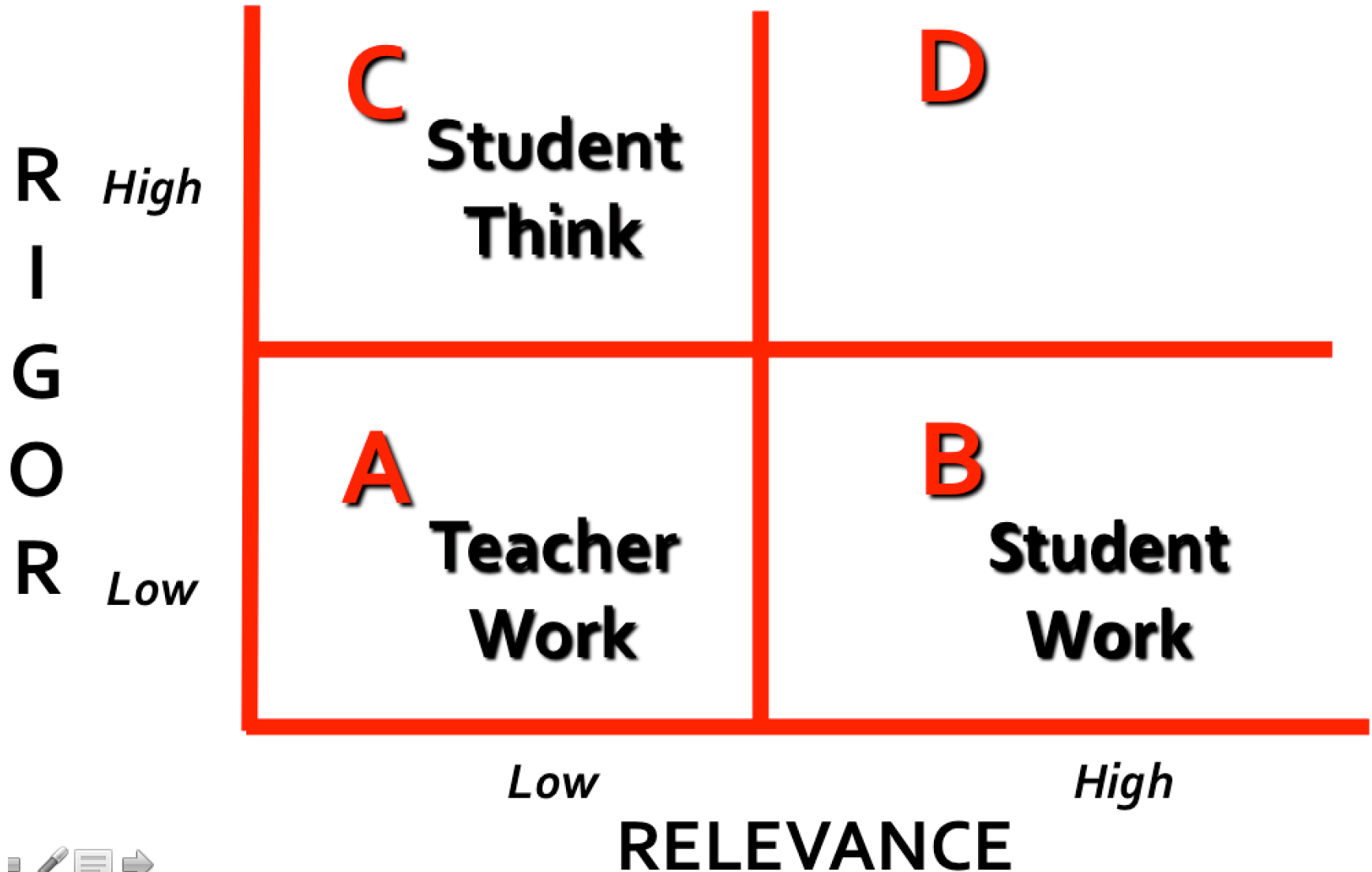
Rigor/Relevance Framework

Teacher/Student Roles



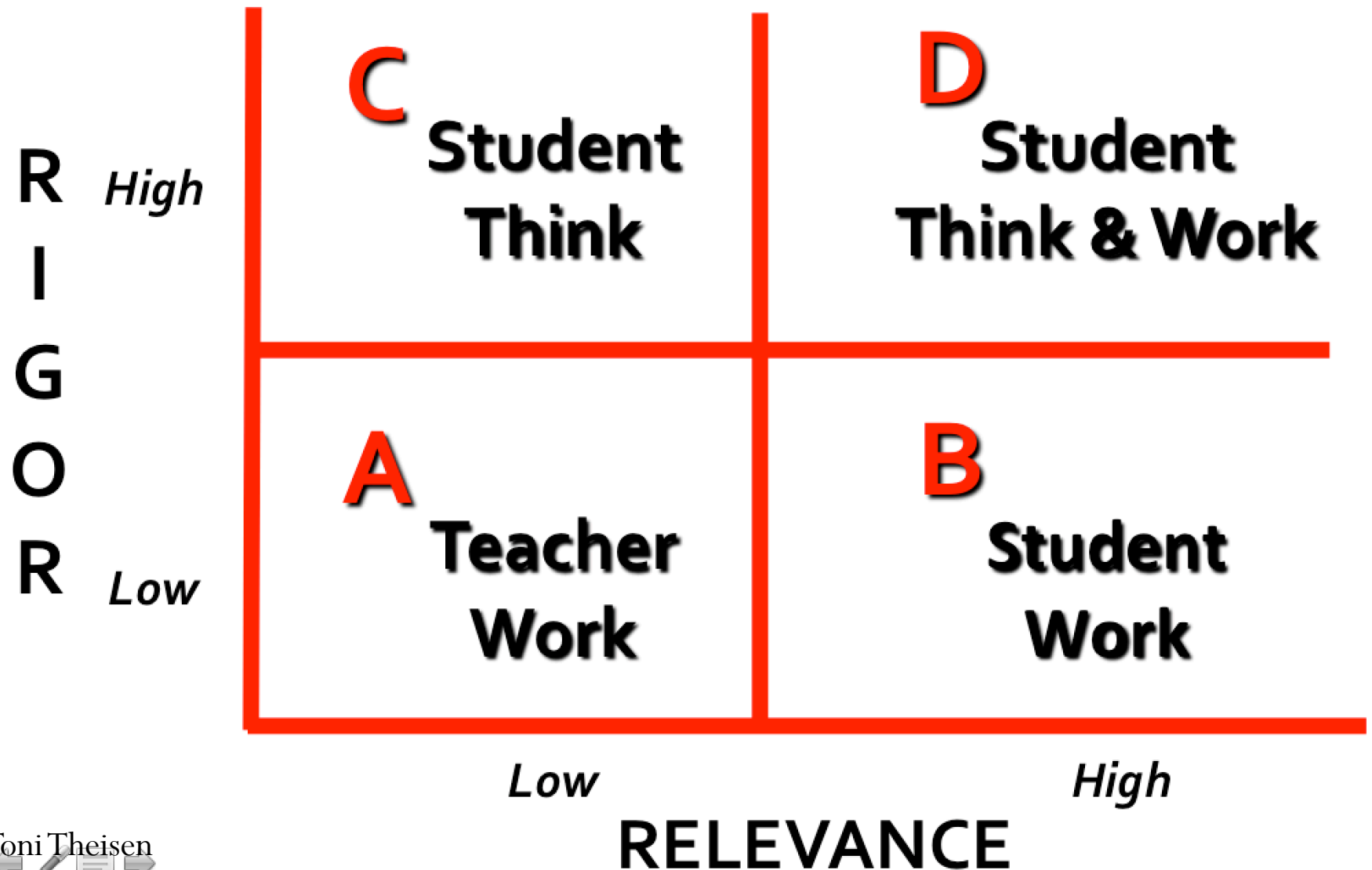
Rigor/Relevance Framework

Teacher/Student Roles



Rigor/Relevance Framework

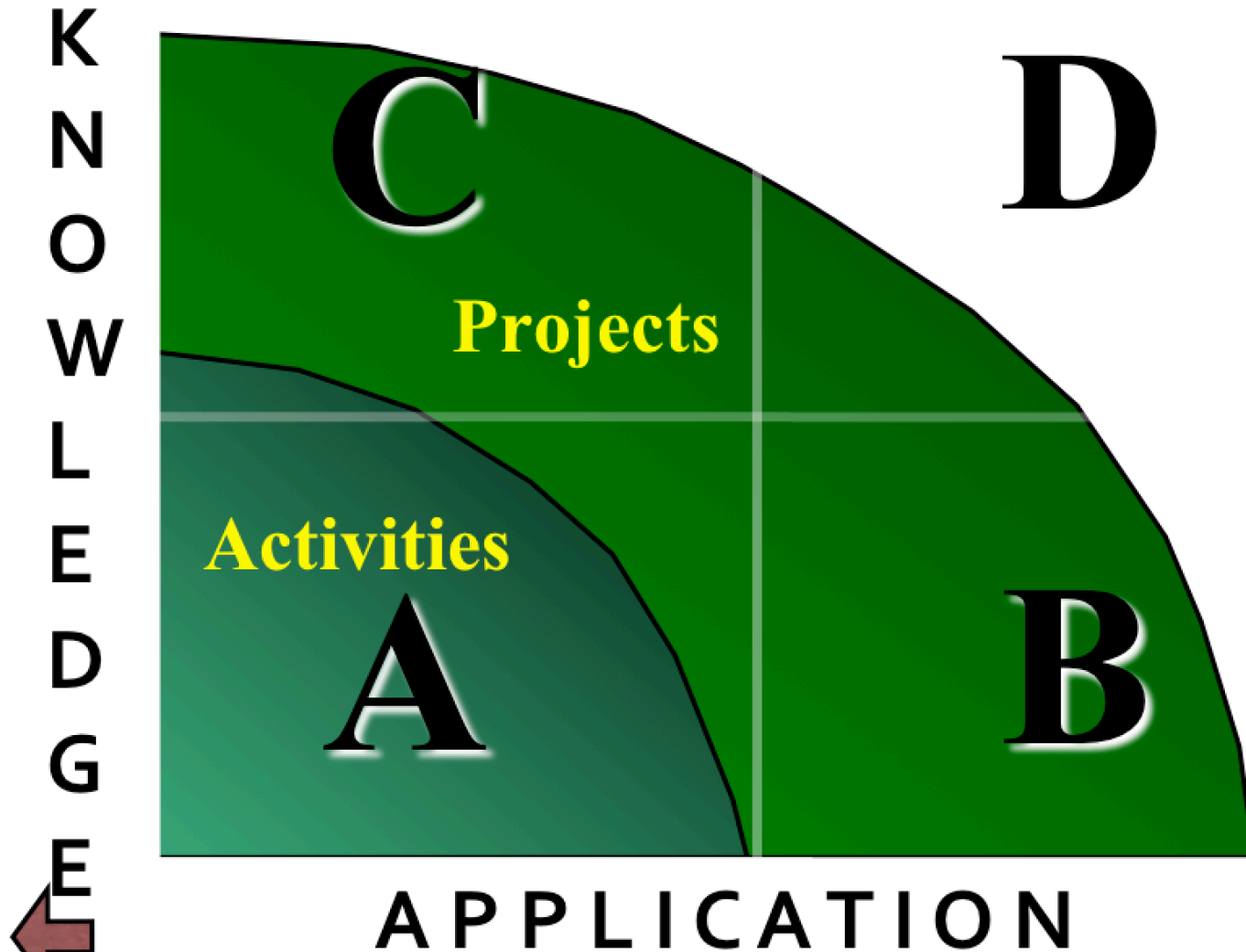
Teacher/Student Roles



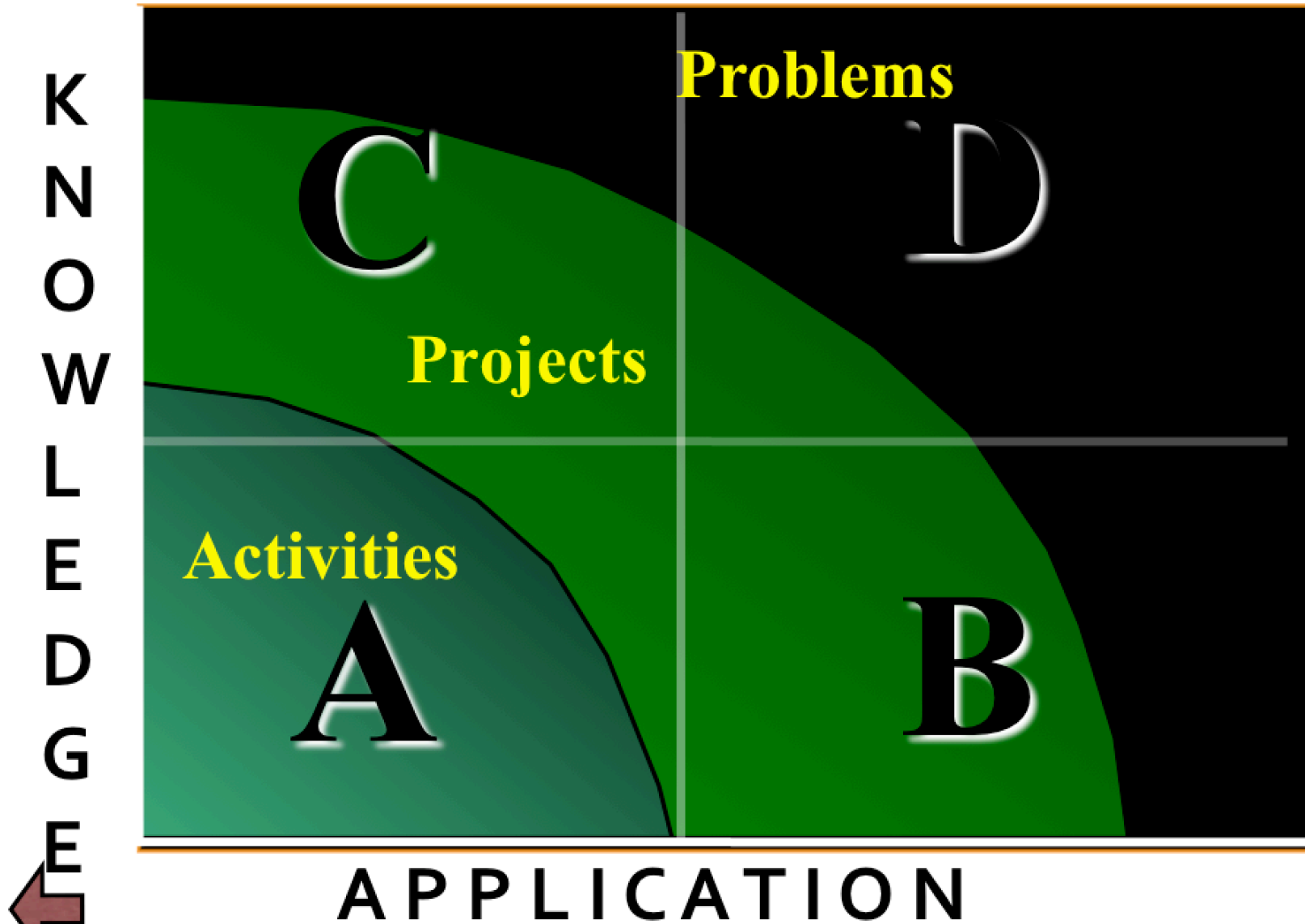
Rigor/Relevance Framework



Rigor/Relevance Framework



Rigor/Relevance Framework



Quadrant A

- Read a tourist brochure and plot the 10 most popular cities in France to visit according to the brochure.

**(Low Rigor, Low Relevance
Teacher Work)**

Quadrant B

- Choose six cities from the list that interest you and plan a two week trip. Include details of important places to visit, cultural information, food specialties, hotels and restaurants.
- Plot your trip on a map to share with others.

(Low Rigor/High Relevance/Student Work)

Quadrant C

- Do research on those cities of France according to types of activities and cultural events you want to attend.
- Create a short multimedia presentation to share.

**(High Rigor/Low Relevance
Student Think)**

Quadrant D

- There is a group of 15 people of various ages and preferences who want to travel to France. After reviewing a survey you designed for them, plan the best two-week trip for this group considering and negotiating their preferences. Create a marketing brochure and a proposal to inform and persuade them.

**(High Rigor/High Relevance
School Work and Think)**

Quadrant A

- Make a list of all the words in the article that relate to healthy eating.

**(Low Rigor, Low Relevance
Teacher Work)**

Quadrant B

- Using the authentic resource article and the information and vocabulary, describe your own eating habits and compare them to healthy eating habits of this country mentioned in the article.

**(Low Rigor/High Relevance
Student Work)**

Quadrant C

- Research foods from different Spanish speaking countries in order to find out what is healthy eating.
- Compare/contrast healthy eating among different countries.

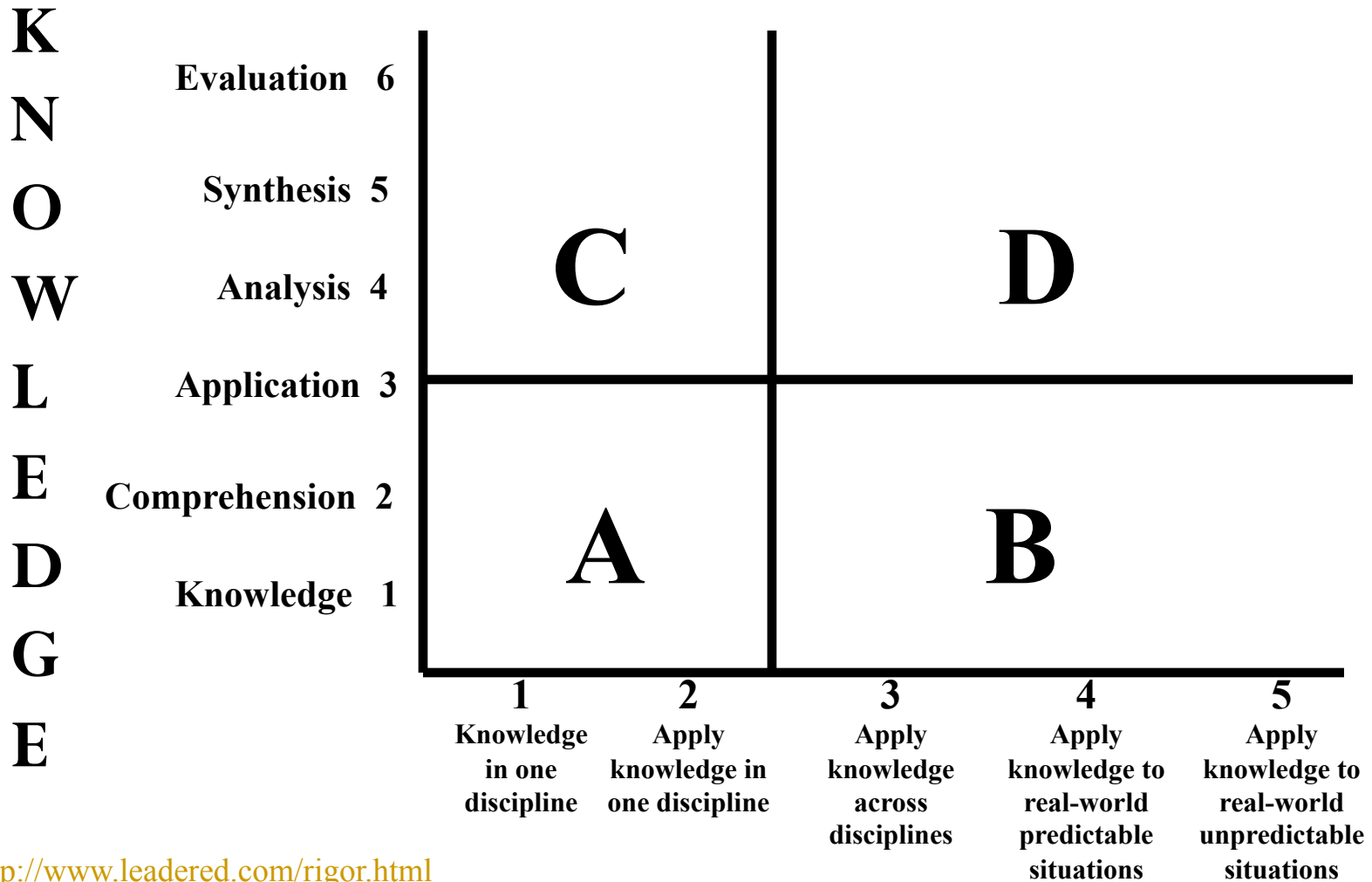
**(High Rigor/Low Relevance
Student Think)**

Quadrant D

????????????

(High Rigor/High Relevance
School Work and Think)

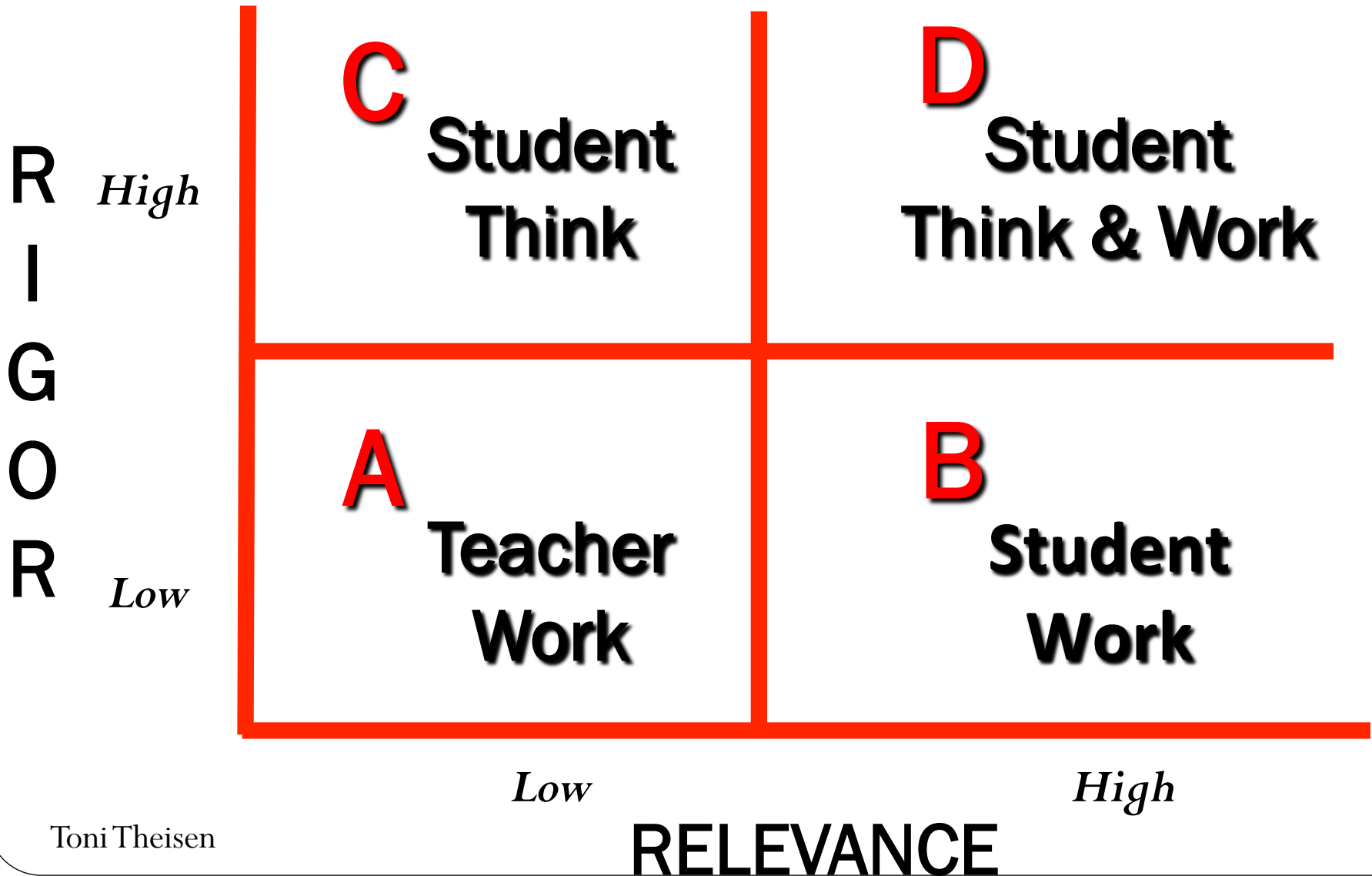
Rigor/Relevance Framework



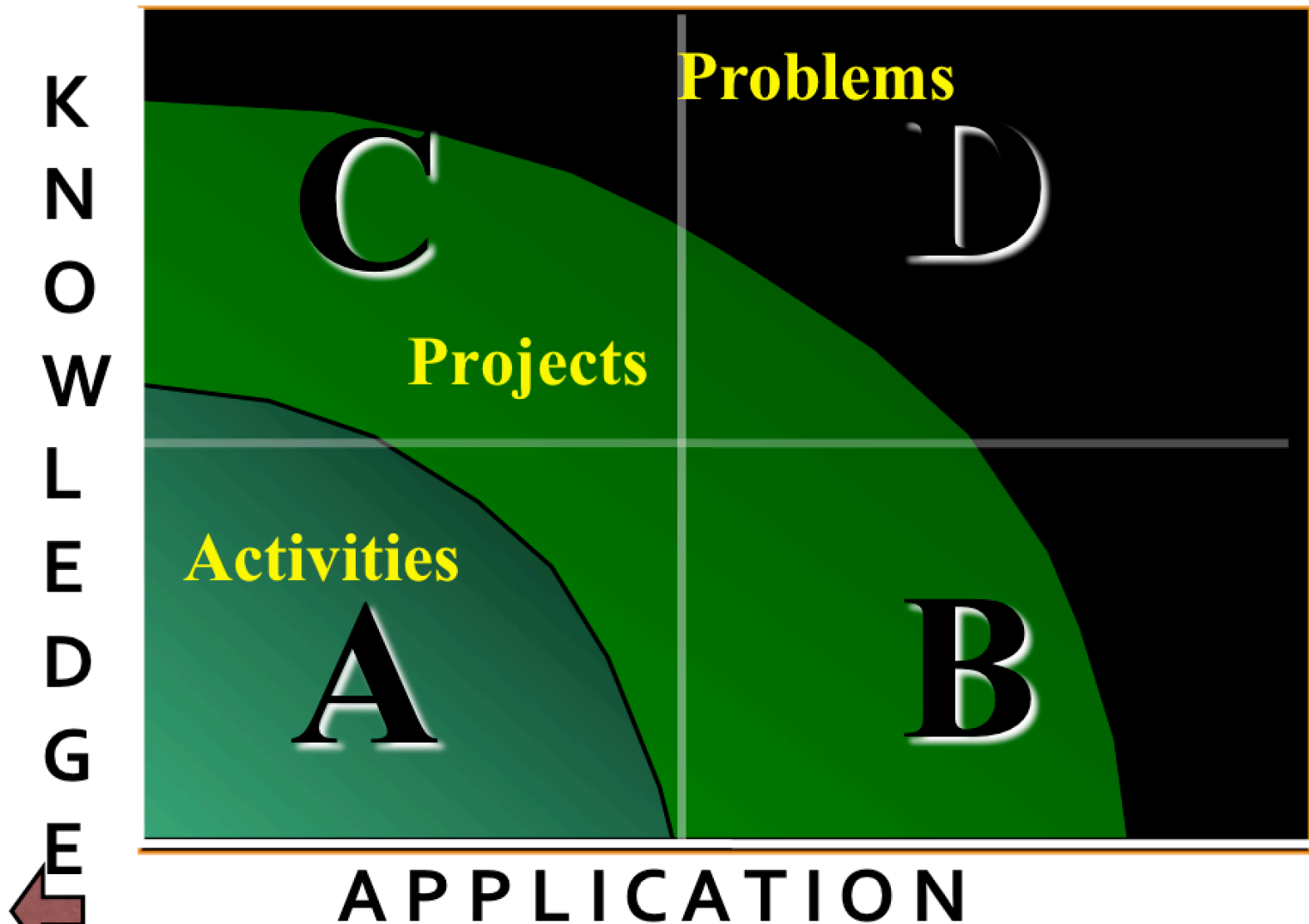
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Rigor/Relevance Framework

Teacher/Student Roles



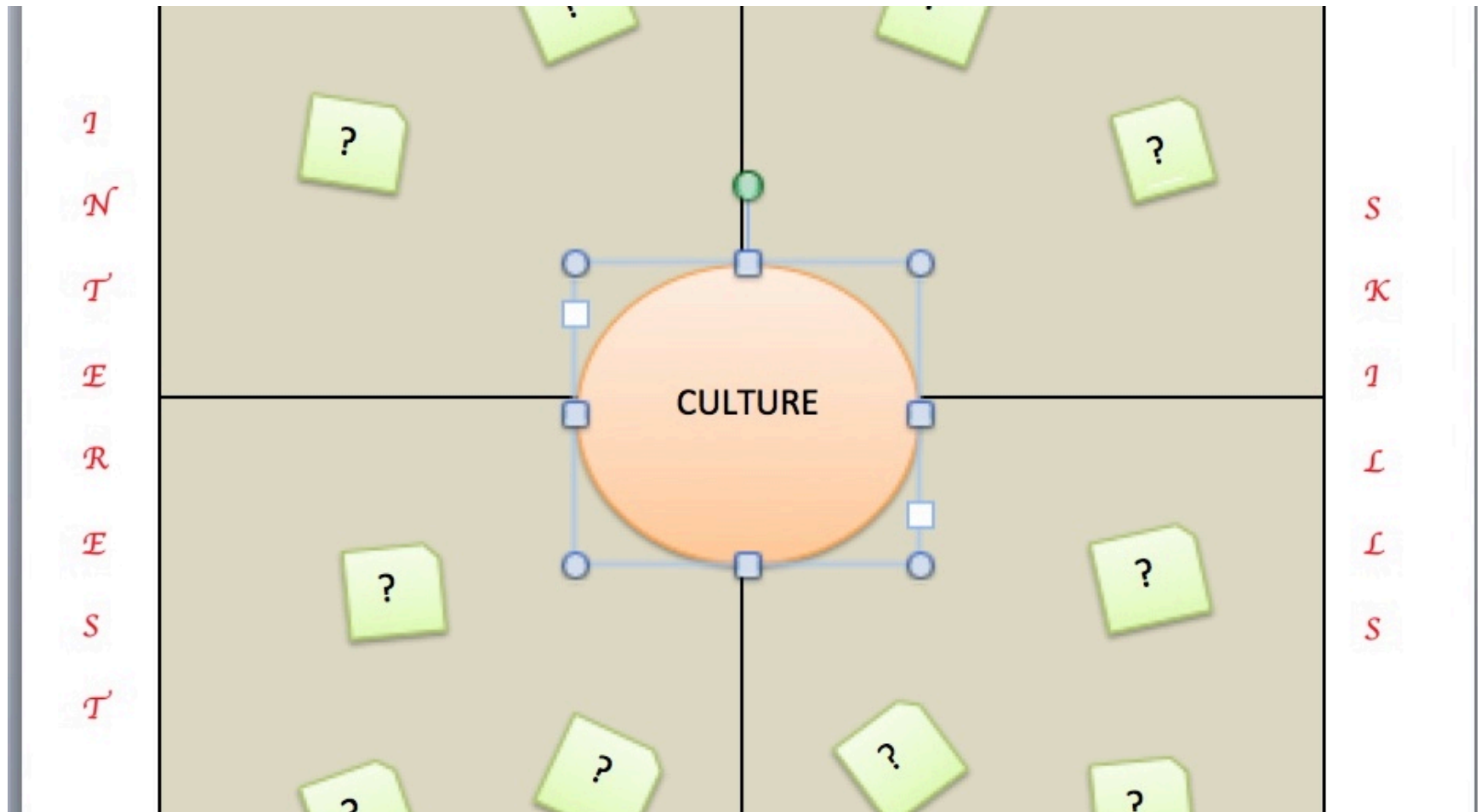
Rigor/Relevance Framework



Main Activity:
**Structure for Drawing Student
Narrative out of Inquiry-Based Learning**

**Where do meaningful
questions come from?**

1. Introspection—Self Inventory



Cultural Challenge:

The making of a respectful global traveler

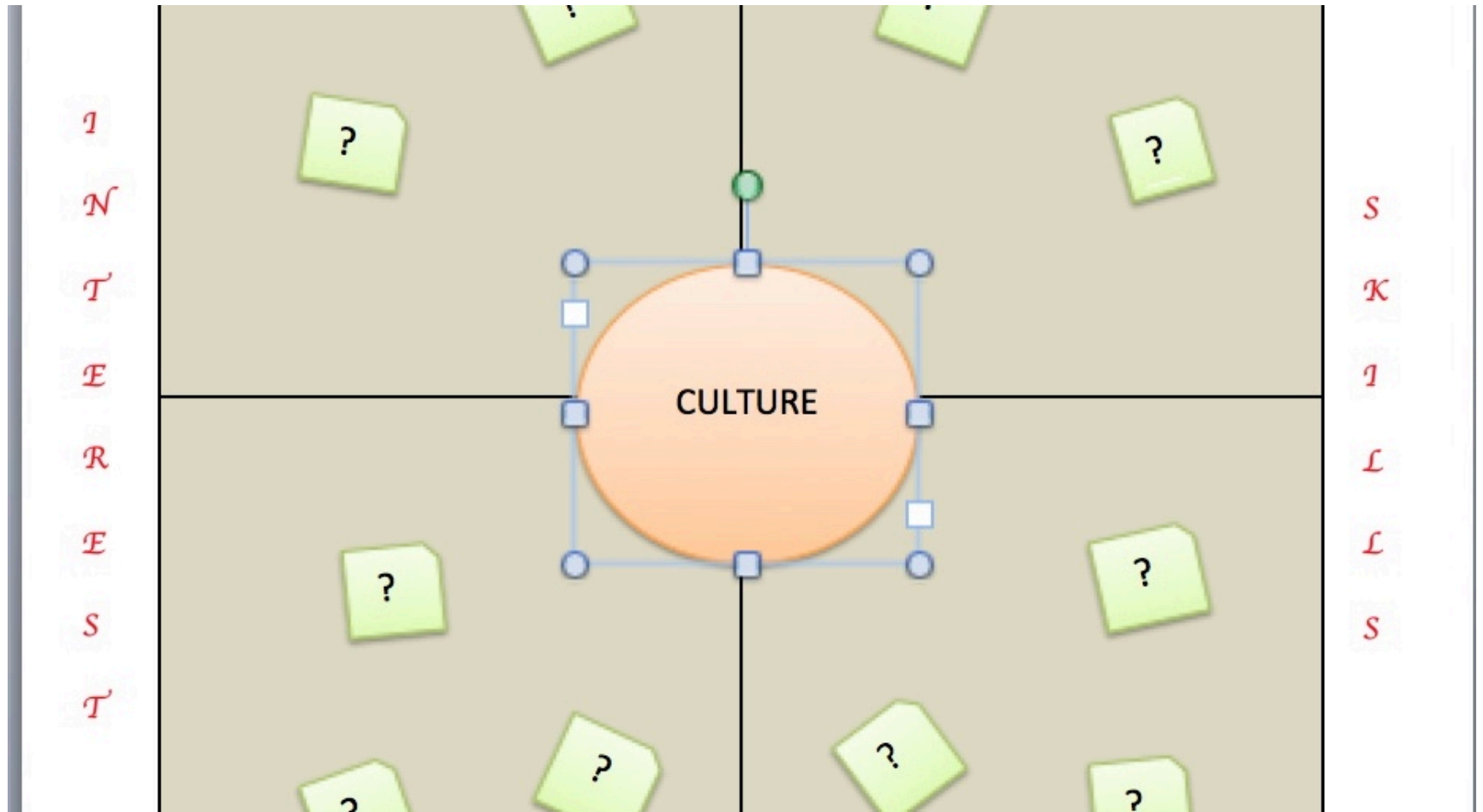
Challenge Question: How do students prepare themselves to be ready to travel internationally?

Example: you've decided to spend a month in Spain. What do I need to do to be a well-informed traveler.

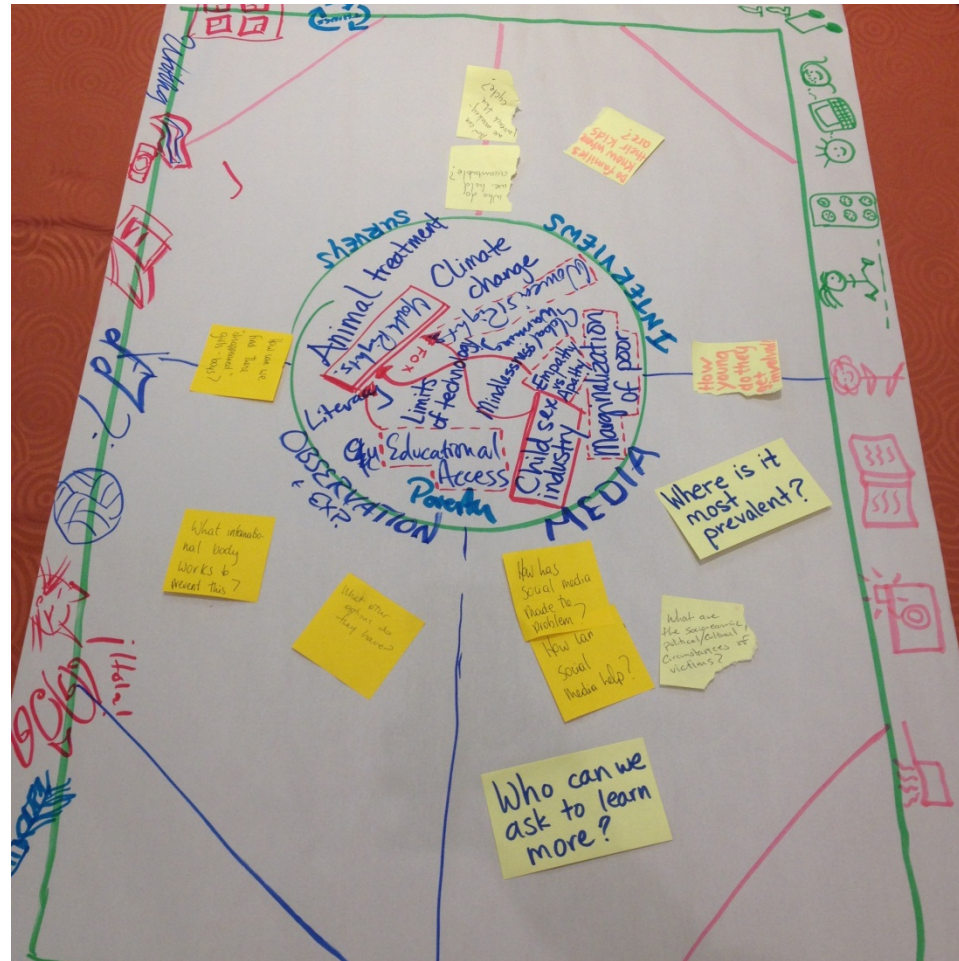
Examples of considerations:

- know basic country info
- know more about how families live
- understand cultural norms, etc

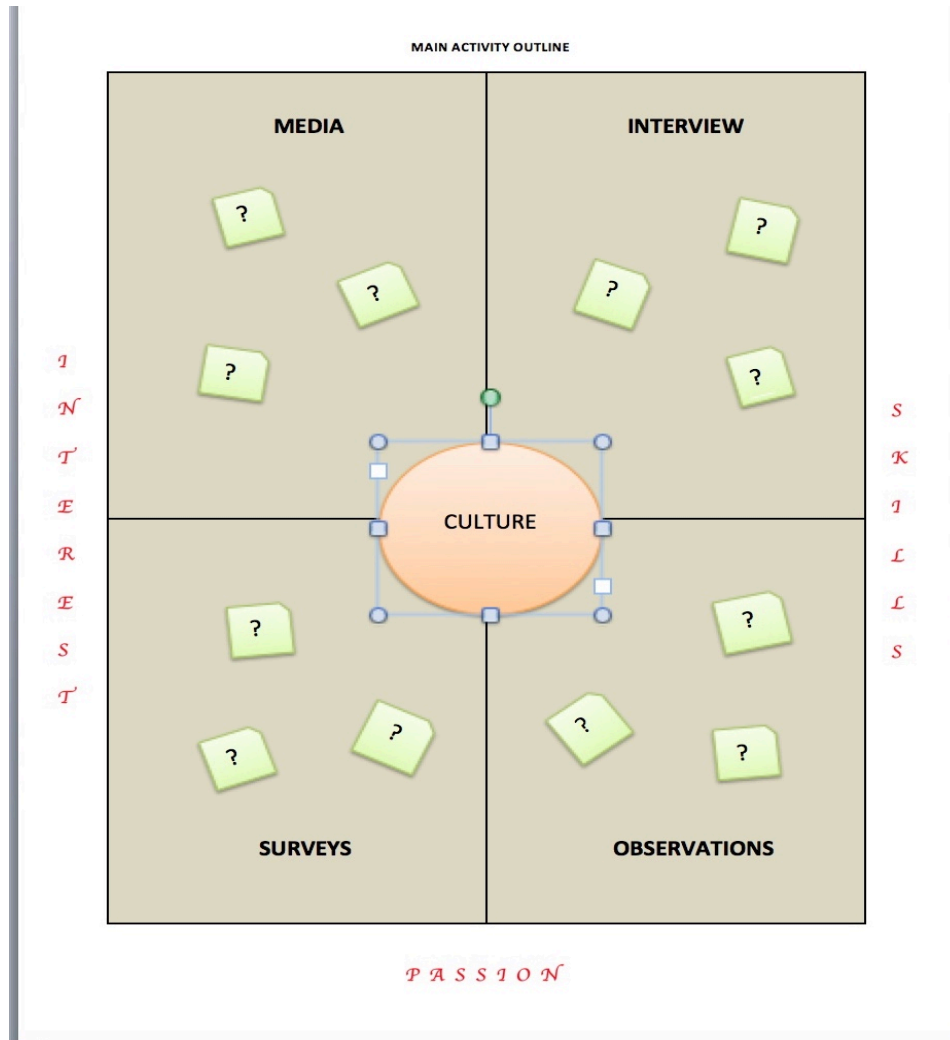
1. Narrative Activity



2. Organizing your questions



3. Action Research Plan



M = MEDIA

I = INTERVIEWS

S = SURVEYS

O = OBSERVATION

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